First Year Composition / ENC 1101, Fall 2012

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<tr>
<th>Class location:</th>
<th>TH 102 / Dyson 103</th>
<th>Days/Time:</th>
<th>MWF 800-850; 1010-1100 a.m.</th>
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<tbody>
<tr>
<td>Instructor:</td>
<td>Dr. Kendra N. Bryant</td>
<td>E-Mail Address:</td>
<td><a href="mailto:drknbryant@gmail.com">drknbryant@gmail.com</a></td>
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<tr>
<td>Office Location:</td>
<td>TBA</td>
<td>Office Hours:</td>
<td>MWF 9-10 a.m.; T 215-315</td>
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Course Description
First Year Composition is the first of two 3-credit mandatory composition courses intended to assist students in refining their writing skills, as well as their critical thinking and reading skills, so that they can successfully (and ethically) communicate with various audiences via the written form. First Year Composition aims at teaching students the art of persuasion so that they not only learn to write their own arguments, but are able to critically analyze the world that encourages their individual ways of being. And so, First Year Composition is an introduction to various modes of essay writing including description, narration, comparison/contrast, and cause and effect that strives to improve students’ writing ability and interest.

Course Objectives
Through class meetings and out-of-class preparation, students should expect to do the following:

1. Understand and write in the various modes of essays
2. Master team skills and interpersonal communication
3. Write at least one out of class persuasive essay using MLA style and documentation
4. Develop oral and online presentations
5. Improve overall written communication skills
6. Develop skills to write for specific target audiences and purposes
7. Develop critical reading, thinking, writing, and visual skills

Required Textbooks/Resources
- *Purdue Online Writing Lab (OWL)*  [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)

Required Class Materials
- Three-ring binder (at least 1” rings), lined paper, blue or black ink pens, highlighter, and one colored ink pen

Method of Instruction
- Students will be assigned chapter readings from their Clouse text in an attempt to understand and engage in the various modes of essay writing. Students will explicate the ideas of each particular chapter and/or apply the methods of each chapter via writing assignments per the text book’s and instructor’s suggestion.
• When appropriate, students will participate in collaborative work, including peer review; teacher will also lecture.
• When necessary, students will be given practices in grammar, mechanics, and sentence structure using student assignments. More specifically, if the majority of students are struggling with pronoun agreement and reference, for instance, then the instructor will extract sentences from student writing that suffer with pronoun issues and use them to explicate correct usage.

**Weekly Assignments [Note: All assignments are subject to change.]**

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<tr>
<th>WEEK</th>
<th>Chapter Reading</th>
<th>Assignment</th>
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| August 27, 29, 31  
(Independent study/online instruction and communication) |  | • Review Class Syllabus and retrieve required texts  
• 1-2 page Essay: *Why FAMU and what do you expect to accomplish during your tenure here?* |
| September 3, 5, 7  
(Independent study/online instruction and communication) |  | • 1-2 page Essay: *What do you like and dislike about English classes. What has been your high school English experience?* |
| September 10, 12, 14  
(Independent study/online instruction and communication) | Clouse, Chapter 1: Reading Critically | • 1-2 page Essay: *Explain everything you know about reading and writing essays.* |
| September 17, 19, 21  
(Independent study/online instruction and communication) | Clouse, Chapter 5: Description | • Reader's Response to King’s “I Have A Dream” Speech |
| September 24, 26, 28  
(Face-to-face class resumes) | Clouse, Chapter 6: Narration | • Reader’s Response to Hughes “Salvation”  
• Out-of-Class Essay: *Personal Narrative* |
| October 1, 3, 5 | Clouse, Chapter 7: Exemplification | • Reader’s Response to Ellison’s “On Being the Target of Discrimination” |
| October 8, 10, 12 | Clouse, Chapter 8: Process Analysis | • Reader’s Response to Gates’s “In the Kitchen” |
| October 15, 17, 19 | Clouse, Chapter 9: Comparison/Contrast | • Reader’s Response to “Am I Blue?”  
• Out-of-Class Essay: *Compare/Contrast King and McGruder* |
| October 22, 24, 26 | Clouse, Chapter 10: Cause and Effect | • Reader’s Response to Staples’s “Just Walk on By: A Black Man Ponders His Power to Alter Public Spaces” |
November 5, 7, 9 | Clouse, Chapter 11: Classification | • Reader’s Response to King’s “The Ways of Meeting Oppression”

November 14, 16 (November 12 class is cancelled for Veteran’s Day) | Clouse, Chapter 12: Definition | • Reader’s Response to Goodwin’s “What Is Poverty?”

November 19, 21 (University closed for holiday November 23) | Clouse, Chapter 15: Locating, Evaluating, and Drawing on Sources | Brainrain Argumentative Essay

November 26, 28, 30 | TBA | First Draft of Argumentative Essay

December 3, 5, 7 (Last Week of Class) | TBA | TBA

Note: Specific details for most assignments will be placed on Blackboard and/or distributed in class via memorandums and email. However, it will behoove students to come to class everyday so that they can receive personal direction and instruction.

Blackboard
Students are strongly encouraged to check Blackboard on a daily basis. Here, students will find the class syllabus, some memorandums and handouts, as well as assignment instructions. I will also use Blackboard to inform students of any unforeseen class cancellations and updates. (Note: As of September 4, 2012 I am not registered for Blackboard use. In the meantime, students will receive assignment updates via email communications.)

Grading
Final grades will be based on the following weights (and are subject to change):

<table>
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<tr>
<th>Assignment Category</th>
<th>Percent of Total Grade</th>
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<tbody>
<tr>
<td>Out-side-of-class Essay One</td>
<td>25%</td>
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<tr>
<td>Out-side-of-class Essay Two</td>
<td>25%</td>
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<tr>
<td>Argumentative Essay</td>
<td>25%</td>
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<tr>
<td>Reader Responses</td>
<td>25%</td>
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Grading Criteria
Students will be given a letter grade for out-of-class essays and extensive comments for Reader Responses. Please note that I will be using FAMU's grading scale. However, for your information, know that an A=Excellent, B=Good, C=Satisfactory, D=Poor, and F=Unsatisfactory. Also note that students will have opportunities for revision throughout the semester. (More about that to come later.)

Disabilities
Students with a disability and thus requiring accommodations are encouraged to consult with the instructor during the first week of class to discuss accommodations. For more information, see www.famu.edu/cedar/. Each student making this request must bring a current Memorandum of Accommodations from the CEDAR office.

Deadlines
Deadline for submitting written work will be strictly observed. I do not accept late work. Students who are absent from class for whatever reason who want credit for their work must submit their assignment(s) to me through any means necessary—except via email, unless otherwise noted, (and of course, until September 25 all work will be submitted via email). Note: After September 25, students can submit work to me in my office up until the end of my designated office hours.
Religious Holidays
You are excused from class for major observances of your religion, which need to be brought to my attention by the second week of class.

Plagiarism
See http://www.famu.edu/index.cfm?judicialAffairs&StudentCodeofConduct for FAMU’s Undergraduate Catalog’s definitions and policy, and consult with me if you have any questions. Even though I recognize the possibility of confusion, I will not tolerate any unethical behavior, which includes using material from sources without proper citation and collaboration beyond the boundaries of what I have stated is acceptable.

Notes and Tapes of Lectures
It is not permitted to sell notes or tapes of class lectures.

Classroom Policies
- Disruptive behavior will not be tolerated. What does that mean? Basically, please respect differences of opinion, religion, dress, ethnicity, and demeanor. We are a community of learners, and we will fellowship with loving-kindness.
- All cell phones must be turned to vibrate or silent. I expect the same etiquette one might use at a business meeting. If students must use their cell phones, please step outside. Similarly, be wise about laptop use. While I don’t mind if students bring their laptops to class, I expect students to pay attention during class lecture or class discussion.
- Attendance is mandatory; however, students are permitted two absences which cover sickness, special holidays, and documented emergencies. Students are encouraged to email or phone their classmates to find out what happened in class on the days that they are absent. Note: I do not reteach lessons just because a student was absent. In addition, I do not respond to emails that ask that I do so. Finally, an email explaining student absences is unnecessary.
- Preparation: Please come prepared for class. Have something to write with and write on. Bring your materials and resources DAILY. Bring any due assignments. Bring your voice—your opinions, your confusions, your questions, your successes. Be awake. Be present.
- Participation: There are individual and group tasks that must be done. There are no “spectator” roles—at least not all of the time. Students are expected to be active participants in all of their work, which include actively reading and actively listening.
- Timely Completion: Part of being successful in a classroom environment involves being responsible for timely completion of assigned tasks. If students fall behind schedule, they are encouraged to meet with me to resolve the problem before it is too late to do anything about it.
- Emails: I am not available to receive emails 24/7. However, I will respond to them Monday through Friday until 7 p.m. I will not respond to emails over the weekend. Also, all emails should be formally and thoroughly written to include a greeting, a body, as well as a proper closing. Emails that are not professionally written will not receive my response.

Writing Center
FAMU has an excellent free tutoring center available for anyone who would like help with any aspect of writing:
- The FAMU Writing Center (www.famu.edu/wrc/) “Through individualized, self-paced instruction, the WRC affords students the opportunity to reinforce, review, and apply skills
that are taught in college preparatory and fundamental communicative skills courses, thereby enabling students to advance to and succeed in upper division courses."

**Emergency Plans**

In the event of an emergency, it may be necessary for FAMU to suspend normal operations. During this time, FAMU may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor the Blackboard site for each class for course specific communication, as well as the main FAMU, College, and department websites, and emails, for important general information.